DOCUMENT RESUME

ED 319 459 JC 900 309

TITLE	Virginia Community Colleges Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context.
INSTITUTION	Virginia State Dept. of Community Colleges, Richmond.
PUB DATE	13 Jun 90
NOTE	70p.
PUB TYPE	Reports - Descriptive (141) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*College Transfer Students; Community Colleges; *Data Collection; Definitions; Higher Education; Information Dissemination; *Information Needs; *Intercollegiate Cooperation; Student Characteristics; Student Evaluation; *Student Records; *Transfer Policy; Two Year Colleges; Universities
IDENTIFIERS	*Virginia

ABSTRACT

An overview is provided of the issues involved in the state-mandated exchange of data about transfer students between two-year and four-year colleges in Virginia. Background is presented on state legislators' concerns with the measurement of student achievement; guidelines developed by the state assembly regarding data exchanges and student assessment plans; the community colleges' compliance with these guidelines; and examples of successful agreements. In addition, the report discusses the community colleges' needs for student-identifiable data and for information on the number of students who applied to the universities, those who were admitted, credits attempted and credits earned at the senior institutions, terms enrolled, and selected course grades. The need for agreement on a definition of the term "transfer student" is underscored. The bulk of the report consists of attachments, including: (1) the State Council of Higher Education for Virginia's guidelines for student assessment and for student assessment plans; (2) the Virginia Community College System's (VCCS's) guidelines for student assessment plans; (3) Elmo D. Roesler's paper, "Statewide Planning for College Individually Developed and Implemented Student Assessment Plans"; (4) a report on the success of Lord Fairfax Community College transfer students; (5) demographic and academic outcomes data on community college transfers to James Madison University; (6) various VCCS memoranda concerning the exchange of student transfer data; and (7) the VCCS's response to a survey regarding definitions of transfer. (WJT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319459

VIRGINIA COMMUNITY COLLEGES TRANSFERS TO IN-STATE PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES:

DATA EXCHANGE AND ANALYSIS CONTEXT

June 13, 1990

Research and Planning
Virginia Community College System
101 North Fourteenth Street
Richmond, Virginia 23219

JC 900 309

VIRGINIA COMMUNITY COLLEGE SYSTEM

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E.D. Roesler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

VIRGINIA COMMUNITY COLLEGE TRANSFERS TO IN-STATE PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES: DATA EXCHANGE AND ANALYSIS CONTEXT

In 1986, the Virginia General Assembly directed the State Council of Higher Education for Virginia to "investigate means by which student achievement may be measured." In order to assist institutions in the measurement of student achievement, the State Council issued a set of ten GUIDELINES, two of which directly concerned the exchange of student transfer data. Guideline 7 asks public higher education institutions to report data on newly enrolled former public school students, and Guideline 8 simply reiterates that similar data should be gathered by senior institutions and supplied to the community colleges. The two guidelines are presented below, while Attachment A has the entire State Council *Guidelines for Student Assessment*.

GUIDELINE 7

> Each year institutions of higher education in Virginia should provide progress reports on all full-time, first-year students who received high school diplomas in Virginia during the prior year, containing information such as retention, grade-point average, and whether students are taking remedial coursework. The report should be sent to the State Council of Higher Education, which will work with the Department of Education to distribute the information to the schools or the school divisions.

GUIDELINE 8

> Similar material should be compiled by senior institutions for Virginia community college transfer students, along with graduation information and the number of credits transferred. The data should be sent to the State Council of Higher Education, which will distribute the information to the appropriate parties.

It should be noted that the State Council guidelines were mandated by a Virginia legislative act entitled the *Report of Study Conducted by the Council of Higher Education for Virginia, The Measurement of Student Achievement and the Assurance of Quality in Virginia Higher Education, to the Governor and the General Assembly of Virginia: Senate Document No. 14* (1986). Since this paper has an audience both in and out of the

Commonwealth, a copy of *Senate Document No. 14* is enclosed (after all other attachments) to provide readers with Virginia's recommendations on student assessment practices for higher education institutions. See pages 16-17 of *Senate Document No. 14*.

As members of a statewide task force which developed the State Council assessment guidelines, System Office staff worked with college faculty and staff to produce the VCCS Guidelines for Student Assessment Plans, March 1987. Refer to Attachment B. The VCCS central planning effort has attempted to integrate the colleges' student assessment activities with the accreditation self-study procedures established by the Southern Association of Colleges and Schools (SACS) document *Criteria for Accreditation: Commission on Colleges*. The development of college assessment plans and reports is a topic addressed in the paper "Statewide Planning for College Individually Developed and Implemented Student Assessment Plans." Refer to Attachment C.

All Virginia community college student assessment plans and related progress reports showed compliance with the State Council guidelines requiring colleges to collect and analyze data on transferring students and to use results of such analyses to evaluate instruction and the curriculum. Though Guideline 8 indicated that the State Council would gather and process student transfer data, a subsequent Council strategy required each community college ***to establish a separate student transfer data exchange agreement with every senior institution having five or more community college transfer students***. It is obvious that creating separate student data exchange agreements between community colleges and groups of four-year colleges and universities is a work intensive, inefficient method to obtain student transfer data. If the State Council had elected to design and operate a statewide student transfer data system, the process would have entailed the development and use of a standard definition for the term "community college student transfer." There is, however, an advantage to not having a common student transfer definition and comparable data. Assessment of student transfers remains an institutional matter, not easily susceptible to comparative analyses.

The results of one among many of the successful, cooperative exchanges of data and studies on student transfers are documented in Attachment D. Lord Fairfax Community College reported in its *Assessment Report, July 1989* on the success of some 154 students who transferred to James Madison University during the years 1978 to 1984. The university has responded to several community colleges through its study entitled *Demographic and Academic Outcomes Data on Transfers from Virginia's Public Two-Year Institutions to James Madison University*. These two documents record one instance of the generally successful efforts to assess outcomes through the study of transferring students to senior institutions. Peter Ewell at the National Center for Higher Education

Management Systems has indicated his approval of the assessments done by both Lord Fairfax Community College and James Madison University in their longitudinal studies of transfer students. He found the work to be commendable -- even a good model.

As the agreements among individual colleges and senior institutions have been implemented, it has become obvious that there is a wide range of transfer information being reported from the four-year institutions back to the community colleges. In order to determine precisely what information the community colleges were receiving, Research and Planning (VCCS) staff conducted a survey in November of 1989, asking the colleges to list the information they were currently receiving from the senior institutions and to document any problems. See Attachment E. The results showed that while most four-year colleges were complying with the SCHEV list of required data elements, many of the community colleges were not satisfied with the data obtained. In particular, the colleges concluded that in order to perform any adequate assessment based on transfer data, it must contain "student identifier" data elements, preferably a name and social security number. As the VCCS survey results show, student identifiable data items were not being supplied uniformly by many of the universities.

After a series of discussions between the VCCS and the State Council, the SCHEV list of requisite student transfer data elements was amended with the following additions:

"The community colleges believe:

1. that student-identifiable data is necessary to make curricular decisions. We continue to urge four-year institutions to share data by student identifier, as long as the community colleges sign agreements providing safeguards for use of those data.

2. that four-year institutions should provide data to colleges who transfer fewer than five students. This problem was identified by several small colleges who transfer students to a number of four-year colleges, but less than five to any one. Any accommodation you can make to those colleges would be appreciated.

Two-year colleges have found that including a few more data elements adds greatly to their ability to analyze transfer data, and you are urged to add these elements if you have not already done so:

- number of students who applied
- number who were admitted

- credits attempted at senior institution
- credits earned at senior institution
- terms enrolled
- selected course grades"

Please refer to the Dr. Margaret A. Miller memorandum (SCHEV), March 21, 1990, in Attachment F.

The need for the expanded State Council list (above) of student transfer data elements is supported by tables showing the types of transfer data currently available. See Attachment G.

The statewide population of Virginia community college transfers to the four-year colleges and universities is available in only one report, i.e., the SCHEV Form B-7: Transfer Students from Public Two-year Virginia Institutions, Enrolled Fall Term. Undergraduate transfers are defined as "Applicants who have been enrolled in one or more collegiate institutions and subsequently apply for admission to another institution . . . with some transfer credit" (SCHEV B-7). The senior institutions use their own definitions to select public community college transfers to be included in their totals. Definitions of two-year college transfers can and do vary from year to year. For example:

> George Mason University, in 1988 uses the definition -- a "transfer student" is an applied, accepted, and enrolled student who is not a first time student or a re-admit student (SCHEV B-7).
>
> In 1989, the George Mason University definition has changed to -- a "transfer student" is a student who presents 12 or more hours of work from a post-secondary institution (SCHEV B-7).

The number of transfer students from two-year Virginia community college was 3,222 in 1988 and increased to 3,726, in 1989. No other demographic data on transferring students are linked to the Form B-7 data set. Refer to Attachment G.

A final conclusion based on the survey results is that most transfer data collection procedures will be hindered until there is general agreement on a definition of the term "transfer student." This is particularly important at the community college level, where it becomes apparent that many issues could be resolved if a single definition were adopted. As an example, we might note that there should be uniformity concerning number of credit hours taken at a community college before a student who subsequently attends a senior institution is considered a "transfer student."

In conclusion, the VCCS supports the following recommendations:

1. Oversight agencies such as the State Council of Higher Education for Virginia should support the centralized systematic collection and exchange of student identifiable transfer data.

2. The VCCS should have one official definition for the term "student transfer" to a senior institution.

ATTACHMENT A

A COPY OF THE
STATE COUNCIL OF HIGHER EDUCATION FOR
VIRGINIA
"GUIDELINES FOR STUDENT ASSESSMENT,"
PRINTED APRIL 3, 1987

Guidelines for Student Assessment

Senate Joint Resolution 125, passed by the 1985 Virginia General Assembly, directed the Council of Higher Education "to investigate means by which student achievement may be measured to assure the citizens of Virginia the continuing high quality of higher education in the Commonwealth." The study was presented to the 1986 General Assembly as Senate Document No. 14. In Senate Joint Resolution 83, the assembly accepted the recommendations made in the study and requested institutions of higher education in the state "to establish assessment programs to measure student achievement." It further resolved that "the Council, in cooperation with the state-supported colleges and universities, should establish guidelines for designing good assessment programs and report to the public results of institutional efforts to measure student achievement in its biennial revisions of The Virginia Plan for Higher Education."

In November 1986, a meeting was convened of representatives from colleges and universities which already were developing assessment plans. The group's task was to establish guidelines that respected both the complexity of the issue and the need to provide state-wide coherence to the assessment plans. The committee was guided in its work by the recommendations contained in Senate Document No. 14.

Guideline 1

Plans to evaluate undergraduate student outcomes should be appropriate to the mission of each institution and allow for diversity of program goals. As far as possible institutions should use multiple indicators of student achievement. These should be appropriate to the disciplines in question; the goals of the various programs; and the intellectual, performance, attitudinal, or emotional outcomes being assessed. Individual institutions may focus their reports either on absolute measures of student learning and performance or on the contribution the institution has made to the student's development ("value-added assessment").

Guideline 2

In many cases, data collected for other reasons will be suitable for assessment purposes. Some examples might be admissions information, retention and completion data, alumni follow-up studies, job placement data, information on licensing and certification examinations, accreditation reports, other assessment studies, state-wide program reviews, retention studies, and studies of community-college transfer students. Institutions may want to select appropriate nationally available instruments or create campus-based measures. In deciding which existing measures to use and in developing new ones, faculty involvement is critical.

Guideline 3

In developing or selecting assessment procedures, institutions should consider the effect the procedures will have on students and ensure that they do not take an unreasonable amount of time or cause undue hardship on individual students. Wherever appropriate or feasible, the results should be shared with individual students, with follow-up support provided when necessary.

Guideline 4

Students should be assessed at appropriate intervals during college, and data should be collected on alumni. The assessments should include student outcomes in general education and in the major. Institutions need not assess students who are only taking occasional courses. Rather than measuring the learning and performance of every student, it may be appropriate to use sampling procedures. Every program need not be measured every year, but each institution is responsible for developing a plan that will measure student outcomes in all undergraduate programs on a regular schedule.

Guideline 5

As part of the institutional description published in The Virginia Plan, each institution should identify minimal verbal and quantitative skills, below which threshold students will need remediation at that institution. It should describe how it identifies incoming high-risk students-- such as by SAT scores, high-school grades, or other indicators-- and its plans for assessing their verbal and quantitative skills. It should indicate how placement in remedial courses affects a student's admission into degree-credit work.

Guideline 6

Each institution should describe its plans for and its means of measuring the success of remediation, including, for instance, the retention, progress, and graduation rates of remediated students. Where possible, remediation for students at senior institutions should be arranged through agreements with community colleges. Credits for remedial courses should count in the student's academic load and the institution's FTE calculations but not toward degree requirements.

Guideline 7

Each year institutions of higher education in Virginia should provide progress reports on all full-time, first-year students who received high-school diplomas in Virginia during the prior year, containing information such as retention, grade-point average, and whether students are taking remedial coursework. The report should be sent to the State Council of Higher Education, which will work with the Department of Education to distribute the information to the schools or the school divisions.

Guideline 8

Similar material should be compiled by senior institutions for Virginia community-college transfer students, along with graduation information and the number of credits transferred. The data should be sent to the State Council of Higher Education, which will distribute the information to the appropriate parties.

Guideline 9

It is each institution's responsibility to evaluate its assessment procedures initially and regularly thereafter. It should ensure that those procedures meet standards within the field for scholarly integrity, are compatible with the institutional mission and program goals, and are useful for program improvement.

Guideline 10

The purpose of assessment is not to compare institutions but to improve student learning and performance. As part of its plan, therefore, each institution should have in place or develop student, faculty, and curricular development programs to address identified areas of weakness.

The plans will be described in a report on student assessment to be published in the 1987 revision to The Virginia Plan. They will therefore be due to the State Council in June, 1987. In accordance with the guidelines above, they should contain identifications or descriptions of the following:

- Assessment procedures for general education
- Assessment procedures for the majors
- Alumni follow-up studies
- The skills necessary to do college-degree-credit work at the institution
- Procedures for identifying high-risk students

- Policies regarding placement of students doing remedial work in degree-credit courses
- Plans for remediation
- Methods of assessing the success of remediation
- The timetable for implementation of the assessment plan
- Procedures for evaluating the assessment plan
- Plans for faculty, student, and curricular development programs to address identified problems or deficiencies.

By 1989, institutions will begin to report the results of their assessment procedures. The published results of the assessment should be concrete, more than anecdotal, and presented in quantified form.

April 3, 1987

ATTACHMENT B

VIRGINIA COMMUNITY COLLEGE SYSTEM GUIDELINES FOR STUDENT ASSESSMENT PLANS, PRINTED MARCH, 1987

VIRGINIA COMMUNITY COLLEGE SYSTEM

GUIDELINES FOR STUDENT ASSESSMENT PLANS

Introduction

Each community college is responsible for preparing a Student Assessment Plan that demonstrates the educational soundness of its curricular design; the quality of its instruction; and the achievement of its students both during and after college. The VCCS guidelines, that follow, complement the Guidelines for Student Assessment distributed by the State Council. In preparing your college's plan, consider both sets of guidelines. Note also that the assessment plans for all public institutions of higher education will be described in the 1987 revision to The Virginia Plan. College plans must, therefore, be forwarded to SCHEV by June 30, 1987. The results of assessment procedures described in college plans must be reported to the Council two years later in 1989.

Plan Outline

To be comprehensive, each community college Student Assessment Plan should include the following sections, and others, as appropriate:

I. Student Assessment Plan Development

Describe the process for and the individuals involved in developing the college's plan.

II. College Mission and Educational Program Goals

Describe the uniqueness of the mission of the college and its educational program goals. How do the college's educational program goals prepare students for success in the work place and when they pursue other educational programs? How does the college ensure that upon leaving the college, students have proficiency in reading, writing, oral communication, and basic mathematical skills?

III. Community College Student Profile

Describe the goals of community college students and relate these goals to their course-taking habits and their enrollment patterns across time.

IV. Assessment Methods and Schedule

Using the context for evaluating educational outcomes established in II and III above and referring also to the SCHEV Guidelines, describe the following:

A. Educational outcomes to be evaluated.

B. Methods (tests, study results, etc.) that will be used to demonstrate that these outcomes are being achieved.

C. Categories of students to be assessed.

D. Schedule for assessing students in all programs during and after college.

V. Assessment Plan Integration

Describe how assessment information such as the results of tests, studies, and surveys will be used to provide feedback to students and faculty. How will these results be integrated into the academic program planning and evaluation process at your college and be used to improve instruction and programs, where appropriate?

VI. Assessment Plan Evaluation

Describe the process that will be used to evaluate and improve the usefulness of your Plan to the college. Provide a schedule for evaluating the Plan.

March, 1987

ATTACHMENT C

VIRGINIA COMMUNITY COLLEGE SYSTEM STATEWIDE PLANNING FOR COLLEGE INDIVIDUALLY DEVELOPED AND IMPLEMENTED STUDENT ASSESSMENT PLANS

VIRGINIA COMMUNITY COLLEGE SYSTEM

Statewide Planning for College Individually Developed and Implemented Student Assessment Plans

Elmo D. Roesler
Assistant Vice Chancellor for Research and Planning

Introduction

Recently, individuals responsible for public higher education in Virginia and throughout the nation have centered their attention on two issues. The first involves institutional efforts to define and achieve excellence in relation to a distinctive college or university mission. The second entails the assessment of academic program effectiveness. Both issues pertain to the concept of accountability in higher education, and those discussing the issues quite often allude to them in terms of quality in education and the evaluation of educational outcomes.

Context for the Assessment of Student Outcomes and Academic Programs in the Virginia Community Colleges

Three documents are viewed as the principle contributing sources for criteria and/or recommendations affecting Virginia higher education institutions' student assessment programs. These documents are described in the following paragraphs in this section.

SACS Criteria. The Southern Association of Colleges and Schools (SACS) has recently revised its guidelines for self-study of higher education institutions, and the revised guidelines for use in evaluating institutional effectiveness have been published in the *Criteria for Accreditation: Commission on Colleges*. The college self-study function, related to accreditation, is viewed as a systematic, cyclical process whereby SACS member institutions seek to improve the quality of educational offerings and support services by assessing the outcomes of student learning. Accordingly, college institutional self-appraisal statements must be supported by self-study findings obtained through a variety of research procedures. The planning of institutional self-study research activities is now viewed by SACS as a formal process. The college research and planning activities have to be organized to study and provide answers to those *Criteria* which are considered mandatory, i.e., those *Criteria* which are phrased as *thou-must-do statements* in the SACS document.

In developing individual college student assessment plans, the Virginia community colleges had access to *An Outline of College Self-study and Assessment Elements* (VCCS), 1987. See attached copy of the outline. A description of the outline is as follows:

> The items in the outline are extracted from the Southern Association of Colleges and Schools *Criteria for Accreditation: Commission on Colleges* (1987), the State Council of Higher Education for Virginia *Guidelines for Student Assessment—A Draft* (March 17, 1987), and the *Report of Study Conducted by the State Council of Higher Education for Virginia, The Measurement of Student Achievement and the Assurance of Quality in Virginia Higher Education, to the Governor and the General Assembly of Virginia: Senate Document No. 14* (1986).
>
> In the outline, the mandatory (must) self-study elements are presented in approximately the same order as they are listed in the SACS *Criteria*. Accordingly, the term assessment is linked not only to student and program evaluation but also to the evaluation of the total college in a manner corresponding to the SACS comprehensive self-study procedure. The thought behind this outlining process is one of showing how the SCHEV assessment guidelines and the recommendations of *Senate Document No. 14* are related to the SACS assessment criteria and the SACS accreditation procedure.

Senate Document No. 14. A 1986 Virginia Senate document contained the State Council of Higher Education for Virginia Report *The Measurement of Student Achievement and the Assurance of Quality in Virginia Higher Education*. The document recommended that --

1. Assessment techniques be utilized to improve the relationship between secondary and higher education institutions,

2. Higher education institutions establish procedures to measure student achievement,

3. Institutions establish thresholds for college degree credit courses and administer entry level skills tests to determine students who might have difficulty with college work,

4. Colleges provide remediation with no credit toward a degree being earned for remedial work,

5. The State Council form an advisory committee to develop guidelines for designing good assessment programs, and

6. Colleges and universities submit annual reports of student progress having "non-anecdotal and quantifiable information on student achievement to the Council of Higher Education."

Most importantly, the position taken by the State Council in this report was "against a system-wide minimum testing program for Virginia as the best means to measure student achievement" (15-17). See copy of State Council Report, attached.

State Council Guidelines. In April, 1987, the State Council of Higher Education for Virginia produced its Guidelines for Student Assessment. The guidelines were developed to carry out the recommendations of *Senate Document No. 14*, and to provide Virginia's colleges and universities with a checklist of items which should be considered as the institutions designed and implemented their individual assessment programs. See attached set of the State Council's guidelines. Figure 1 shows a Gleaning of Guideline Topics, from the State Council draft of April 3, 1987.

VCCS Statewide Planning Supportive of College Assessment Programs

The System's approach to promoting the development of the community colleges' assessment plans and programs entailed the following:

Establishing VCCS Guidelines. During March, 1987, the Research and Planning (VCCS) Office produced a set of *Guidelines for Student Assessment Plans*. The major elements included (1) overall plan development, (2) college mission and educational program goals, (3) community college student profile data, (4) assessment methods and schedule, (5) assessment plan integration, and (6) assessment plan evaluation. Refer to the attached set of VCCS guidelines.

VCCS Review of College Assessment Plans. The progress colleges had made in the development of the Student Assessment Plans of June 30, 1987 was closely monitored. A series of workshops was held for the college assessment teams, and colleges experiencing difficulties with their plans either came to the System Office for consultation or central staff met with college administrators and faculty at the campuses. While difficulties and resistance were much in evidence, all twenty-three Virginia community colleges provided detailed yet practical assessment plans which were judged by the State Council to be acceptable or exemplary.

College Assessment Planning Matrix. The attached matrix was developed with the thought of establishing a common frame of reference which the Virginia community colleges could use to

Figure 1

State Council of Higher Education for Virginia
Guidelines for Student Assessment:
A Gleaning of Guideline Topics
(Taken from the State Council Draft, April 3, 1987)

Guidelines	Assessment Topics	
Number 1:	• College mission • Program goals • Multiple indicators of achievement • Assessment of disciplines	• Assess intellectual, attitudinal, and emotional outcomes • Focus on absolute measures of learning or on "value added" assessment
Number 2:	• Data collected for other institutional purposes/study are suitable • List of studies deemed relevant to assessment	• Select appropriate national tests or create instruments locally • Faculty involvement is critical
Number 3:	• Appraise the effect of assessment process on students • Share assessment results with students	• Provide follow-up support to students as result of assessment
Number 4:	• Assess students at appropriate intervals • Collect data on alumni • Assess data on student outcomes for general education	• Students taking occasional courses need not be evaluated • Use sampling procedures • Plan for periodic evaluation of student outcomes
Number 5:	• Identify minimal and verbal and quantitative skills • Thresholds for students requiring remediation	• Method for identifying high risk students • Method for assessing remedial work in subsequent degree credit work

Guidelines	Assessment Topics	
Number 6:	• Evaluation of individual college student assessment plans for remediation • Developmental studies credits not counted toward degree	• Where possible, remediation should take place in community colleges
Number 7:	• Colleges and universities provide data on first-time, full-time students, graduating in Virginia in prior year.	• Grade point averages, need for remedial work.
Number 8:	• Follow-up on community college transfer students to four-year colleges	• Data reported to State Council of Higher Education for Virginia
Number 9:	• Each institution evaluates annually its assessment procedures • Standard is scholarly integrity in the field or discipline.	• Relate assessment findings to mission, goals, and programs
Number 10:	• Assessment is not to compare institutions but to improve student learning and performance	• Need for student, faculty, curricular development programs to address weaknesses with assessment

gauge the thoroughness of their individual assessment planning activities. The matrix displays in Column 1, a list of planning elements (assessment criteria, evaluation guidelines, and legislative recommendations) which were derived from documents prepared by the following:

- Southern Association of Colleges and Schools (SACS)
- State Council of Higher Education for Virginia (SCHEV)
- The Senate, Commonwealth of Virginia

Also in Column 1 are the kinds of studies and measurement techniques which are often used by community college administrators and faculty to evaluate student learning, the instructional programs, and the overall effectiveness of the institution. Column 2 lists for the assessment elements and related studies, the source(s) which have criteria, guidelines, or recommendations (from SACS, SCHEV, and the Virginia Senate) that call for the use of each specific planning element.

Column 3 exhibits an "X" if a planning element is considered to be a mandatory one, i.e., a college needed to include the element in its assessment plan and among its evaluation activities. Column 4 provides options (college fills in the "X") for the college to review as it builds an assessment plan and lists its evaluation activities.

The matrix was constructed to deal mainly with mandatory and well established community college assessment criteria and procedures. Each college was encouraged to undertake a program of assessment deemed appropriate to individual evaluation objectives. It was hoped that the matrix with its list of elements would be helpful to the colleges as they develop their assessment plans.

Creation of Longitudinal Data Bases. A key project is the development of a *Research and Assessment Data Support System (RADDS)* to provide for the systematic, on-going processing of data required for VCCS and college research analyses -- particularly longitudinal student assessment studies. This system will support research for the following: (1) data for marketing/retention research, (2) progress of first-time, full-time students who received high school diplomas during the prior year, (3) progress of graduates/former - students as transfers to Virginia's public four-year institutions, and (4) developmental student academic progress, retention, and graduation data.

Further information regarding the topics covered in this paper is available from Research and Planning (VCCS) Office in Richmond, Virginia.

ATTACHMENT D

TRANSFER AGREEMENTS

Lord Fairfax Community College:
Success of Students who Transfer
to Baccalaureate Institutions

Data Sharing Agreement with JMU

Demographic and Academic Outcomes
Data on Transfers from Virginia's
Public Two-Year Institutions
to James Madison University

SUCCESS OF STUDENTS WHO TRANSFER TO BACCALAUREATE INSTITUTIONS

The transfer of Lord Fairfax Community College graduates and non-graduates appears to be largely governed by proximity. The baccalaureate institutions to which the greatest number of students transfer are, in order of numerical importance, Shenandoah College (located nearby in Winchester), James Madison University (56 miles south on I-81), Shepherd College (25 miles north in West Virginia), and George Mason University (60 miles east at the end of I-66). Because the numbers of students transferring to other colleges are very low, Lord Fairfax's inquiry regarding success of transfer students has focused on these institutions.

In the spring of 1985 the (then) director of institutional research at Lord Fairfax initiated and completed a comprehensive and well conceived investigation of "The Academic Performance of Lord Fairfax Community College Transfer Students at James Madison University" (Frank J. Doherty, photoduplicated, May 1985). The study involved 266 Lord Fairfax students who applied to James Madison, and focused on the performance of 154 who actually enrolled there during the years 1978-84 (Appendix B). Results of the investigation are summarized below.

(1) Even though the overall level of high school achievement of entering LFCC students was measurably lower than that of JMU "native" students (based on rank in class), the GPAs of LFCC transfers to JMU and native JMU students were "virtually indistinguishable." (Table 27)

(2) The JMU graduation rate of Lord Fairfax transfers (72 percent), while lower than that for JMU native admissions who entered

Table 27

GPAs of LFCC Transfers to JMU with JMU Native Students-Junior Year and at Graduation 1978-1983

Type of Student	Junior (N)	Graduation (N)
LFCC Transfer	2.767 (104)	2.863 (71)
JMU Native Students	2.784 (?)	2.900 (?)

their junior years (84 percent), compared satisfactorily with native admissions and indicates successful transition from the community college to university setting.

(3) There were no differences in either the GPA or rate of graduation at JMU between LFCC graduates and non-graduates who transferred to JMU. However, the difference in the rate of graduation for these groups approached statistical significance (79 percent of LFCC graduates completed at JMU; only 57 percent of LFCC non-graduates completed). This suggests that Lord Fairfax graduation may enhance the chances of graduation at JMU.

Institutional Research Director Doherty concluded:

> The overall finding is that students from LFCC who ultimately matriculate at JMU are well prepared to compete scholastically with the native JMU student. There are strong indications that their experiences at LFCC have helped them when they enter the highly competitive courses and programs at JMU. (The Academic Performance..., Doherty, p. 16)

The JMU Office of Planning and Analysis summarized its analysis of the data in this way.

> It appears that LFCC students have enjoyed considerable success in gaining admission to the University, and that, once enrolled, they have performed in a manner comparable to native JMU freshmen...Considering the highly competitive nature of first-time freshman admission to the University, as well as the substantially lower cost of attending LFCC as compared to JMU, the university-parallel program appears to be a viable and attractive option for certain students whose eventual goal is a bachelor's degree at JMU. (Quoted in The Academic Performance..., Doherty, p. 17)

A follow-up investigation in 1989 of the performance of 74 LFCC transfers to JMU confirms the continuing success of LFCC students there. There was no significant difference in the JMU GPAs of current LFCC

transfers (2.737) and JMU natives (2.785). Further, data were analyzed by determining the JMU average GPAs of students completing 12-30 credits at LFCC prior to transfer and those completing more than 30 credits at LFCC. Those students completing less than 12 credits prior to transfer from LFCC (N=3) were eliminated from the analysis because their experiences at LFCC probably would have had minimal impact on their success at the University. Eight of the 74 students completed 12-30 credits at LFCC prior to transfer and earned a JMU GPA of 2.69. Sixty-three of the 74 LFCC students (including 28 LFCC graduates) completed more than 30 credits prior to transfer and achieved a JMU GPA of 2.84. These data suggest that conclusions in the 1985 report--Lord Fairfax students are successful in transferring to JMU and compete satisfactorily with JMU freshmen enrollees--are still applicable. Lord Fairfax will continue to receive data from JMU on its transfer students under a 1989 data sharing agreement. (Appendix C)

LFCC students have experienced reasonable success in gaining admission to JMU. Of the 38 LFCC applicants to JMU fall 1989, 29 (76 percent) were accepted. It is anticipated that the newly approved articulation agreement between JMU and the community colleges will further enhance the admission rate of LFCC students.

Agreements for data sharing, comparable to that cited in Appendix C with JMU, have also been made with Shenandoah College and with George Mason University. Only recently Shepherd College indicated its willingness to share information and provided a first data set. In the 1988-90 year, Lord Fairfax intends to make a comprehensive investigation, similar in scope and rigor to the 1985 JMU study, of the performance of transfer students at one of the four baccalaureate institutions cited.

This will likely be Shepherd or JMU again. Additional follow-up will depend on the amount and quality of data made available by the senior colleges.

DEMOGRAPHIC AND ACADEMIC OUTCOMES DATA ON TRANSFERS FROM VIRGINIA'S PUBLIC TWO-YEAR INSTITUTIONS TO JAMES MADISON UNIVERSITY

COMPILED BY

OFFICE OF PLANNING AND ANALYSIS
JAMES MADISON UNIVERSITY

MARCH 1989

JAMES MADISON UNIVERSITY

DATA ON TRANSFERS FROM VIRGINIA'S PUBLIC TWO-YEAR INSTITUTIONS

James Madison University desires to fully comply with Guideline 8 of the "Guidelines for Student Assessment" that asks senior institutions to share information on transfer students with Virginia's state-supported two-year colleges. Therefore, this data diskette contains data on the students who transferred from your institution to James Madison University and were enrolled during the 1988-89 academic year. Students selected were from our transcript database. We selected students who attended your college prior to enrolling at JMU. For analysis purposes, you must decide whether you consider each student to be a legitimate transfer from your institution.

The next data diskette will be ready during the early Fall 1989. It will be an update of this data and will include course data for Spring 1989 as well as graduation information for May and Summer 1989. Beginning with Fall 1989, we will provide a data diskette annually in the fall of all students at JMU who attended your institution prior to JMU and who attended JMU during the previous academic year. It will be your responsiblity to create an ongoing list of transfers to JMU from these annual diskettes. We will contact you when the next diskette is available.

We have provided several files on this diskette in a dBASE III+ format. They are divided into data files (.DBF), report files (.FRM), and program files (.PRG). To assist your analysis of the data, five reports can be automatically generated. The procedures to generate these reports are described below. Any additional reports and analysis are the responsibility of your institution. Given the size of several files, it is strongly suggested that you load this data onto a hard disk. Although this data has been generated in dBASE III+ format, all the files and programs should be able to run on dBASE IV. Given the advanced state of microcomputer database technology, you should be able to transfer the database files to other database managers such as RBASE if you prefer to use these programs. The files on this diskette are as follows:

DEMO	DBF	17968	3-15-89	4:58p
GRADES	DBF	83055	3-14-89	4:26p
NAME	FRM	1990	3-15-89	9:03p
MAJOR	FRM	1990	3-15-89	9:14p
HOURS	FRM	1990	3-15-89	9:25p
YEAR	FRM	1990	3-15-89	9:45p
GRADES	FRM	1990	3-16-89	2:09p
HOURS	PRG	67	3-15-89	10:01p
NAME	PRG	68	3-15-89	9:51p
MAJOR	PRG	74	3-15-89	9:58p

YEAR	PRG	78	3-15-89	9:58p
GRADES	PRG	78	3-15-89	2:15p

1. DEMO.DBF This file contains demographic information on all the transfers from your institution. It is produced in a dBASE III+ format. The data elements are as follows:

SSN	Student's Social Security Number
COLL_CODE	Your college code
COLL_NAME	Your college name
LNAME	Student's last name
FNAME	Student's first name
INITIAL	Student's middle initial
SUFFIX	Student's suffix
FIRST_ATT	Date of first attendance. The first two characters give the year of first attendance. The last two characters give the month of first attendance. For example, 8809 means the student first attended JMU in September 1988.
COMM_CRED	Credits accepted from the two-year institution
MAJOR	Student's major at JMU. The list of majors is listed at the end this document.
HRS_ATT	Hours attempted at JMU
HRS_EARNED	Total hours earned at JMU and transfer college
QPA	Grade Point Average at JMU. JMU calls it Quality Point Average. The overall QPA of JMU students ranges between 2.80 and 2.77. This has held steady for the last ten years. We have included a copy of the the cumulative averages of all students completing the Fall 1988 semester.
ACADSTAND	Academic standing at JMU
STAND_NAME	Academic standing listed by full name (Good, etc.)
ACADLEVEL	Academic level at JMU
LEVEL_NAME	Academic level listed by full name (Freshman, etc.)
SEM_GRAD	Semester graduated or to graduate. Those students who have applied to graduate in May 89 are coded in this field as 8905.

	WITHDRAWAL	Withdrawal date from JMU

2. GRADES.DBF — This file, also produced in a dBASE III-format, contains student-identifiable, course by course information on how each student performed at JMU. You will probably need to refer to JMU's 1988-89 undergraduate catalog which should be housed in the office at your institution that assists college transfer students to decide on their transfer institution. The data elements are as follows:

SSN	Student's Social Security Number
TRCOLLCODE	Transfer college code
YRSESSION	Year/Session of course
CRSE_TITLE	JMU course title
CREDIT_HRS	Credit hours earned
GRADE	Grade received
TRANSCODE	Transaction code. The transaction codes are detailed as follows:

AP	Advanced Placement
CC	Credit
CP	Pass/Fail
CW	Withdrawn
EL	Experimental Learning
EX	Departmental Exam
RC	Repeat Credit
RP	Repeat Pass/Fail

3. NAME.FRM — This is a report format that produces a report of all students by last name. To produce this report, simply type DO NAME at the dot prompt after you have entered dBASE III+. Be sure you have turned on your printer.

4. MAJOR.FRM — This is a report format that produces a report of all students by major. To produce this report, simply type DO MAJOR at the dot prompt after you have entered dBASE III+. Be sure you have turned on your printer.

5. HOURS.FRM — This is a report format that produces a report of all students by number of hours they have taken at JMU. To produce this report, simply type DO HOURS at the dot prompt after you have entered dBASE III+. Be sure you have turned on your printer.

6. YEAR.FRM — This is a report format that produces a report of all students by the year they entered JMU.

To produce this report, simply type DO YEAR at the dot prompt after you have entered dBASE III+. Be sure you have turned on your printer.

7. GRADES.FRM — This is a report format that produces a report of all courses taken at JMU by students from your college. This report will enable you to determine how well your students performed in each course. To produce this report, simply type DO GRADES at the dot prompt after you have entered dBASE III+. Be sure you have turned on your printer. This report will take a while to generate if your institution has a large number of transfers.

Transfer Applications from Virginia Community Colleges

(Ranked by Number of Acceptances)

		Applications					
		Male	Female	Total	Accepted	Rejected	Enrolled
1.	Northern Virginia CC	85	81	166	100	49	65
2.	Blue Ridge CC	22	29	51	37	8	29
3.	Piedmont Virginia CC	21	25	46	36	8	24
4.	Lord Fairfax CC	9	29	38	29	6	23
5.	Central Virginia CC	11	10	21	12	6	10
6.	Dabney Lancaster CC	5	5	10	10	0	6
7.	Richard Bland	9	10	19	10	6	8
8.	J. Sargent Reynolds	8	6	14	7	4	6
9.	Tidewater CC	10	4	14	6	5	5
10.	Virginia Western CC	5	8	13	5	8	2
11.	Danville CC	2	5	7	4	2	3
12.	Patrick Henry CC	2	4	6	4	2	2
13.	Germanna CC	4	3	7	3	2	2
14.	New River	4	1	5	3	2	2
15.	Paul D. Camp	1	1	2	2	0	1
16.	Rappahannock CC	1	3	4	2	1	1
17.	Southwest Virginia CC	0	2	2	2	0	0
18.	Southern Seminary	0	6	6	2	3	0
19.	Thomas Nelson CC	1	3	4	1	2	0
20.	Virginia Highlands CC	0	1	1	1	0	0
21.	Wytheville	0	2	2	1	0	0
22.	Eastern Shore CC	1	0	1	0	0	0
23.	John Tyler CC	0	1	1	0	1	0
24.	Southside CC	0	2	2	0	2	0
Total		**201**	**241**	**442**	**277**	**117**	**189**

03/22/89 JAMES MADISON UNIVERSITY

TRANSFER STUDENTS TO JMU BY COLLEGE
STUDENTS ENROLLED 1988-89

COLLEGE	NUMBER
BLUE RIDGE CMTY COLL	137
DABNEY LANCASTER C C	26
CNTRL VIRGINIA C C	38
DANVILLE CMTY COLL	12
TIDEWATER CMTY COLL	23
GERMANNA CMTY COLL	18
JOHN TYLER CMTY COLL	2
LORD FAIRFAX C C	75
NORTHERN VIRGINIA CC	191
NEW RIVER CMTY COLL	4
PATRICK HENRY C C	9
PAUL D CAMP C C	3
PIEDMONT VIRGINIA CC	85
RICHARD BLAND CLG	27
RAPPAHANNOCK C C	7
SOUTHWST VA CMTY COL	2
SOUTHSIDE VA C C	4
J SARGNT REYNOLDS CC	24
THOMAS NELSON C C	8
EASTRN SHORE C C	1
VIRGINIA WSTRN C C	47
WYTHEVILLE CMTY COLL	2
VIRGINIA HGHLNDS C C	8
TOTAL ENROLLED	753

6

JAMES MADISON UNIVERSITY.
TWO-YEAR COLLEGE TRANSFERS BY MAJOR
STUDENTS ENROLLED DURING 1988-89

MAJOR	COUNT
ACTG	56
ANTH	4
ART	21
ARTH	3
BGS	15
BIO	17
BUED	3
CHEM	5
CIS	24
COMM	53
CS	18
DANC	2
DIET	6
ECED	31
ECON	11
ELED	19
EMDI	1
ENG	21
ENGR	1
FIN	43
FR	1
GEOG	4
GEOL	6
GER	2
HEED	1
HIST	17

JAMES MADISON UNIVERSITY
TWO-YEAR COLLEGE TRANSFERS BY MAJOR
STUDENTS ENROLLED DURING 1988-89

MAJOR	COUNT
HORM	11
HTH	5
IBUS	7
LDIS	3
LIVS	10
LS	3
MATH	9
ME	1
MERT	4
MGT	52
MKT	39
MUED	9
MUS	6
NURS	3
OFAD	2
PBUS	4
PE	8
PHIR	1
PHYS	2
POM	1
POSC	45
PREM	3
PREN	8
PSYC	44
PUAD	3
RUSS	1

JAMES MADISON UNIVERSITY -
TWO-YEAR COLLEGE TRANSFERS BY MAJOR
STUDENTS ENROLLED DURING 1988-89

MAJOR	COUNT
SOCI	7
SOSW	8
SPAN	1
SPED	1
SPPA	6
SS	16
THEA	2
TIED	1
UNDC	42
TOTAL TRANSFERS	753

APPENDIX C

Data Sharing Agreement
with JMU

(also represents Shenandoah
College and CMU)

Lord Fairfax Community College
P.O. BOX 47, MIDDLETOWN, VA 22645 703-869-1120

DATA SHARING AGREEMENT

This document reaffirms our general agreement to share student outcomes assessment data on transfer students from Lord Fairfax Community College who have matriculated to James Madison University. A statement on compliance with the Family Educational Rights and Privacy Act is also included.

I certify that my institution, Lord Fairfax Community College, will comply with the Family Educational Rights and Privacy Act as it applies to the sharing of data on transfers to James Madison University. Specifically, I certify that: (1) the data will only be used for research purposes, and (2) individually-identifiable data will be renewed each year and subject to the approval of James Madison University. Releases or waivers from individual students will not be required under this arrangement.

Please review this brief statement in terms of its general adequacy. We invite you to retain one copy for your files and to return a signed copy in the enclosed envelope.

James Madison University
Representative

April 14, 1989
(Date)

Harvey G. McMullen
Lord Fairfax Community College
Representative

April 12, 1989
(Date)

Division of Arts & Sciences

ATTACHMENT E

COPY OF THE VCCS MEMORANDUM

Student Transfer Information Exchange Agreements:

Survey of Colleges
Regarding Student Transfer Data,
November 7, 1989

VIRGINIA COMMUNITY COLLEGE SYSTEM

MARSHALL W. SMITH
VICE CHANCELLOR
ACADEMIC AND STUDENT AFFAIRS

MEMORANDUM

TO: VCCS Presidents

FROM: Marshall W. Smith MWS

DATE: November 7, 1989

SUBJECT: Student Transfer Information Exchange Agreements

In the Assessment Reports, 1988-89, several community colleges expressed concerns about difficulties with obtaining from Virginia's public senior institutions the kinds of student transfer assessment data needed to evaluate two-year college instructional processes and academic programs. In contrast, some of the community colleges stated in their assessment reports that the information received on the academic progress of former VCCS students in the senior institutions was quite adequate for evaluation purposes.

To document fully the difficulties and successes the colleges have had with obtaining and utilizing four-year institutional data on the academic progress of VCCS student transfers, we ask that you provide this office with a report having the following kinds of information:

- A list of the four-year institutions with which your college has established formal agreements to obtain data on VCCS student transfers.
- A description of the types of data supplied by each senior institution, together with an opinion about whether or not senior institution data enabled you to evaluate the instruction these students received at your college.
- An appraisal of the adequacy of the State Council decision to have individual community colleges establish separate agreements with senior institutions in order to obtain data on VCCS student transfers.

JAMES MONROE BUILDING, 101 NORTH 14TH STREET, RICHMOND, VIRGINIA 23219, 804/225-2586

As you develop the information requested above, please do offer suggestions aimed at improving the delivery of senior institution data on transfer students to the community colleges.

Your response should be received in this office by November 29, 1989. Thank you for acting on this request.

MWS/h

cc: Dr. Jeff Hockaday
Chancellor's Staff
Dr. B. Carlyle Ramsey
Dr. Elmo D. Roesler

TRANSFER DATA ELEMENTS RECEIVED BY COMMUNITY COLLEGES FROM SENIOR INSTITUTIONS

(13/23 Community Colleges responding)

ASKED FOR BY STATE COUNCIL IN 1989

Data Element	Frequency
1. Current academic or enrollment status (good standing, probation, suspension)	11
2. Grade point average	12
3. Program of student at four year college	11
4. Remedial courses taken at four year college	7
5. Number of transfer credits accepted	12

OTHER DATA ELEMENTS FOUND IN TRANSFER AGREEMENTS

6. Number from exiting college who applied	2
7. Number from exiting college accepted	3
8. Number enrolled by major	1
9. Social Security number	7
10. Student name	7
11. Matriculation date at senior institution	3
12. Semester level at entry to senior institution	3
13. Current level - - freshman, sophomore, etc.	4
14. Credits attempted at senior institution	10
15. Credits earned at senior institution	10
16. Total transfer credits accepted for each student (could include credits from other colleges)	2
17. Hours presented for transfer	2
18. Individual course grades at senior institution	6
19. Class ranking at senior institution	1
20. Year expected to graduate	3
21. Degree/honors conferred (by individual student)	1
22. Did student graduate from Community College	1
23. Community College GPA	3
24. Number transfer students withdrawn - - Reasons	1
25. Senior institution demographic information	1
26. Senior institution enrollment information	1
27. Complete transcript for each student from senior institution	1

ATTACHMENT F

COPY OF THE STATE COUNCIL MEMORANDUM BY MARGARET A. MILLER:

Sharing transfer Data with Two-Year Colleges

March 21, 1990

COMMONWEALTH of VIRGINIA

Gordon K. Davies
Director

COUNCIL OF HIGHER EDUCATION
James Monroe Building, 101 North Fourteenth Street, Richmond, Va. 23219

(804) 225-2137

MEMORANDUM

March 21, 1990

TO: Chief Academic Officers

FROM: Margaret A. Miller

RE: Sharing transfer data with two-year colleges

As you will recall, the Guidelines for Student Assessment require that four-year institutions share data on the performance of transfer students with two-year colleges from which they receive five or more students. Your offices of institutional research have provided us with the number of students who transferred from two-year colleges to your institution this fall (see attachment).

After last year's assessment reports were completed, the VCCS conducted a survey to ascertain how well the locally based agreements to share transfer data are working. In general, the colleges were pleased with the responsiveness of senior institutions, and several demonstrated ways that analyses of the data can lead to curricular improvement. They did make suggestions about how the process can continue to be improved.

The community colleges believe

1. that student-identifiable data is necessary to make curricular decisions. We continue to urge four-year institutions to share data by student identifier, as long as the community colleges sign agreements providing safeguards for use of those data.

2. that four-year institutions should provide data to colleges who transfer fewer than five students. This problem was identified by several small colleges who transfer students to a number of four-year colleges, but less than five to any one. Any accomodation you can make to those colleges would be appreciated.

3. that several additional variables should be included in the reporting. Last year, we asked that, at a minimum, you provide data on the following:

- current academic or enrollment status (e.g., good academic standing, probation, suspension)
- grade-point average
- program of student at four-year college
- remedial courses taken (number and type)
- number of transfer credits accepted

Two-year colleges have found that including a few other data elements adds greatly to their ability to analyze transfer data, and you are urged to add these elements if you have not already done so:

- number of students who applied
- number who were admitted
- credits attempted at senior institution
- credits earned at senior institution
- terms enrolled
- selected course grades

Please keep these suggestions in mind as you prepare this year's transfer information. We ask that you provide data to the colleges no later than July 1, 1990.

Thank you for your continued cooperation with this process.

ATTACHMENT G

A COPY OF THE VCCS MEMORANDUM BY MARSHALL W. SMITH, MARCH 27, 1990

Transfer Student Data:

State Council
Student Transfer Data
1988 and 1989

VIRGINIA COMMUNITY COLLEGE SYSTEM
James Monroe Building • 101 North Fourteenth Street • Richmond, Virginia 23219

Office of the Vice Chancellor
Academic and Student Affairs

RECEIVED
MAR 27 1990
RESEARCH & PLANNING
VA. COMMUNITY COLLEGE SYSTEM

MEMORANDUM

TO: VCCS Presidents

FROM: Marshall W. Smith MWS

DATE: March 27, 1990

SUBJECT: Transfer Student Data

I am attaching, for your information, a document forwarded from Dr. Margaret A. Miller of SCHEV last week to the chief academic officers of the public senior institutions in Virginia. She noted in a separate memorandum to me that there has been confusion with respect to whether or not the VCCS colleges need to compare the performance of their transfer students to that of "native" students. Given the inconsistency, Dr. Miller advises that there is no need for the VCCS institutions to make such comparisons.

I am also forwarding institution-specific data showing the numbers of transfers from your institution to the senior institutions.

You should receive transfer data on your students from the senior institutions by July 1, 1990. Please let me know if you have questions. Thank you.

MWS:gw

Attachments

cc: VCCS Provosts & Chief Academic Officers
Dr. Elmo Roesler
Dr. Carlyle Ramsey

804-225-2586, FAX 804-786-3765, TDD 804-371-8504
An Equal Employment Opportunity/Affirmative Action Employer

DATA AS OF 3/05/90

VIRGINIA STATE COUNCIL OF HIGHER EDUCATION
SPECIAL ASSESSMENT SURVEY
TRANSFER STUDENTS from TWO-YEAR VIRGINIA INSTITUTIONS
FALL 1989

FOUR-YEAR INSTITUTIONS

COLLEGES	CNC	CVC	GMU	JMU	LMC	MWC	NSU	ODU	RDU	UVA	VCU	VMI	VPI	VSU	CWM	TRANSFERS
BLUE RIDGE C.C	2	0	2	37	0	2	0	10	9	6	14	1	6	0	0	89
CENTRAL VIRGINIA C.C.	3	0	1	2	9	0	0	8	15	8	14	2	21	0	0	83
DABNEY S. LANCASTER C.C.	0	1	1	9	2	2	0	1	17	3	1	0	8	0	1	46
DANVILLE C.C.	0	0	0	5	13	0	0	19	2	1	10	0	11	0	0	61
EASTERN SHORE C.C.	0	0	0	1	0	0	0	3	1	0	2	0	0	0	0	7
GERMANNA C.C.	0	0	7	1	5	22	1	6	3	4	21	1	3	1	0	75
J. SARGEANT REYNOLDS C.C.	3	1	3	1	17	1	1	16	8	4	247	0	15	10	0	327
JOHN TYLER C.C.	2	0	1	0	5	1	3	6	1	0	62	0	1	26	1	109
LORD FAIRFAX C.C.	0	0	7	15	3	0	0	2	9	1	9	0	6	0	1	53
MOUNTAIN EMPIRE C.C.	0	29	0	0	0	0	0	0	1	0	0	0	3	0	1	34
NEW RIVER C.C.	0	0	1	1	1	0	2	1	59	0	3	0	33	4	0	105
NORTHERN VIRGINIA C.C.	12	2	854	45	27	15	1	70	51	24	106	2	84	3	4	1,300
PATRICK HENRY C.C.	0	0	0	1	3	0	0	5	15	1	3	0	7	1	0	36
PAUL D. CAMP C.C.	0	0	0	0	2	0	4	4	1	0	2	0	1	1	0	15
PIEDMONT VIRGINIA C.C.	1	0	0	27	3	1	1	5	7	77	31	0	6	0	0	159
RAPPAHANNOCK C.C.	19	0	2	2	0	6	1	2	1	0	14	0	0	0	0	47
SOUTHSIDE VIRGINIA C.C.	0	0	0	1	35	0	0	5	0	4	4	0	2	2	0	53
SOUTHWEST VIRGINIA C.C.	0	23	0	0	1	0	0	2	23	4	4	0	17	0	0	74
THOMAS NELSON C.C.	235	0	4	3	4	0	5	32	1	0	16	1	9	1	0	311
TIDEWATER C.C.	57	1	8	1	17	0	110	241	11	6	35	0	19	2	3	511
VIRGINIA HIGHLANDS C.C.	0	5	0	5	2	0	0	0	6	0	2	0	5	0	0	25
VIRGINIA WESTERN C.C.	3	0	2	8	5	1	0	6	61	3	18	1	50	0	0	158
WYTHEVILLE C.C.	1	0	2	0	0	0	0	0	34	0	1	1	8	0	1	48
TOTAL VCCS	338	62	895	165	154	51	129	444	336	146	619	9	315	51	12	3,726
RICHARD BLAND COLLEGE	4	0	3	5	15	0	1	6	5	2	64	1	9	12	13	140
TOTAL from 2-YEAR COLLEGES	342	62	898	170	169	51	130	450	341	148	683	10	324	63	25	3,866

NOTE:

SCHEV 03/90 rdb

(Data Source)-- FALL 1989 SCHEV B-7 report.

- George Mason University--- a "transfer student" is a student who presents 12 or more hours of work from a postsecondary institution.
- Clinch Valley College--- a "transfer student" is a student who after completion of high school transferred 10 or more semester hours to CVC, or who attempted a full-time semester or quarter at another institution.
- Virginia Military Institute Admissions defines a "transfer student" as a student who has attended an accredited community college, junior college, four-year college or university on a full-time basis for at least 12 to 15 quarter hours during a regular session for at least one quarter or semester.
- College of William and Mary defines a "transfer student" as a student who has college credits from one or more other colleges and, applies as a transfer student and has enough acceptable transfer credits to be classified as a sophmore or above.
- Virginia Commonwealth University --- a "transfer student" is any student who has taken at least one course at another accredited college or university after having achieved either a G.E.D or a high school degree.
- Longwood College --- a "transfer student" is a student who has earned postsecondary college credit at an accredited institution. (This does not included new freshman who earned college credit in concurrent enrollment programs while they were high school seniors.)
- University of Virginia-- a "transfer student" is defined as a student who has been enrolled in a collegiate institution and subsequently enrolls at this institution with any transfer credits.
- Richard Bland College-- a "transfer student" is any student who has previously attended "other" institutions prior to enrolling at R.B.C to pursue an undergraduate degree.

DATA AS OF 5/16/89

VIRGINIA STATE COUNCIL OF HIGHER EDUCATION
SPECIAL ASSESSMENT SURVEY
TRANSFER STUDENTS from TWO-YEAR VIRGINIA INSTITUTIONS
FALL 1988

COMMUNITY COLLEGES	FOUR-YEAR INSTITUTIONS															TOTAL TRANSFERS
	CNC	CVC	GMU	JMU	LWC	MWC	NSU	ODU	RDU	UVA	VCU	VMI	VPI	VSU	CWM	
BLUE RIDGE C.C	3	1	0	25	4	0	0	12	2	6	5	0	7	0	0	65
CENTRAL VIRGINIA C.C.	1	0	2	10	6	0	1	2	8	0	14	0	9	0	0	53
DABNEY S. LANCASTER C.C.	1	0	1	6	0	0	0	0	14	1	0	1	3	0	0	27
DANVILLE C.C.	0	0	0	2	8	0	2	8	5	3	8	0	12	0	0	48
EASTERN SHORE C.C.	0	0	0	0	0	0	1	2	1	0	1	0	0	0	1	6
GERMANNA C.C.	0	0	9	2	3	24	2	6	5	4	17	0	4	1	0	77
J. SARGEANT REYNOLDS C.C.	3	1	4	6	2	1	1	19	0	8	210	0	12	2	0	269
JOHN TYLER C.C.	0	0	0	0	3	0	0	4	1	0	47	0	0	5	0	60
LORD FAIRFAX C.C.	1	0	1	21	0	0	0	3	3	3	7	0	5	0	0	44
MOUNTAIN EMPIRE C.C.	0	26	0	0	0	0	0	0	0	0	0	0	8	0	0	34
NEW RIVER C.C.	0	0	0	2	1	0	0	3	56	0	1	2	31	0	0	96
NORTHERN VIRGINIA C.C.	10	0	752	61	18	19	1	65	40	18	71	0	60	0	1	1,116
PATRICK HENRY C.C.	0	1	0	2	0	0	1	1	11	1	10	0	10	1	0	38
PAUL D. CAMP C.C.	1	0	0	1	1	0	2	3	0	0	1	0	0	0	0	9
PIEDMONT VIRGINIA C.C.	2	0	6	23	2	0	1	8	5	59	19	0	6	0	0	131
RAPPAHANNOCK C.C.	1	0	1	1	1	4	1	2	1	0	15	0	2	0	1	30
SOUTHSIDE VIRGINIA C.C.	1	0	0	0	21	0	1	2	0	0	1	1	6	3	0	36
SOUTHWEST VIRGINIA C.C.	0	32	0	0	0	0	0	0	22	3	3	0	19	0	0	79
THOMAS NELSON C.C.	254	0	1	0	0	0	9	42	1	0	8	0	4	0	2	321
TIDEWATER C.C.	54	1	9	1	6	0	110	232	5	6	23	2	13	2	3	467
VIRGINIA HIGHLANDS C.C.	0	4	0	0	1	0	0	1	10	0	1	0	3	0	0	20
VIRGINIA WESTERN C.C.	6	0	0	2	1	0	1	7	66	2	11	1	35	0	0	132
WYTHEVILLE C.C.	0	0	0	0	0	0	0	1	44	2	4	0	11	0	2	64
TOTAL VCCS	338	66	786	165	78	48	134	423	300	116	477	7	260	14	10	3,222
RICHARD BLAND COLLEGE	2	0	2	7	9	6	0	9	1	0	70	0	9	0	9	124
TOTAL 2-YEAR COLLEGES	340	66	788	172	87	54	134	432	301	116	547	7	269	14	19	3,346

NOTE:
(Data Source)-- FALL 1988 SCHEV B-7 report.

SCHEV 05/89 rdb

* George Mason University--- a "transfer student" is an applied, accepted, and enrolled student who is not a a first-time student or a re-admit student.
* Clinch Valley College--- a "transfer student" is a student having attended another institution full-time for at least one semester or quarter during a regular academic year; or who, through part-time attendence at other institution, transfers 10 or more hours to CVC.
* Virginia Military Institute Admissions defines a "transfer student" as a student who has attended an accredited college on a full-time basis for at least 12 to 15 quarter hours during a regular session for at least one quarter or semester. Students who earned advanced credits while still enrolled in secondary school, summer school, or evening college programs.
* College of William and Mary defines a "transfer student" as a student accepted as an undergraduate with college credit from another college and attending CWM for the first time or have left CWM to attend another college (not approved summer study) and are returning to William and Mary.
* Christopher Newport College --- a "transfer student" is a student who has been previously enrolled in one or more collegiate institutions and has transfered to CNC with or without credits.

SCHEV B7
Transfer Students from Public Two-Year Virginia Institutions
Enrolled Fall 1990
Instructions for Completion

General Information

Enter the information requested at the top of each page; please be sure to enter the institution name and FICE code on each page of the form.

Enrollment should be reported as of the institution's official fall census date for headcount reporting as described in the SCHEV *Reporting Guidelines*.

Submission Requirements

The SCHEV B7 is due in the office of the State Council of Higher Education no later than November 15, 1990. Any questions about the SCHEV B7 should be directed to Rodney Brown at (804)225-2616, SCATS 225-2616, BITNET ID SCHE43 @ VTVM1.

This report is required of all four-year public institutions in Virginia and Richard Bland College. Machine-readable data is not required.

Forms should be addressed to the attention of Secretary, Research Section, State Council of Higher Education for Virginia, James Monroe Building, Tenth Floor, 101 North Fourteenth Street, Richmond, VA 23219.

Definitions

Census Date: The date when the number of students enrolled in each class and section is counted. For semester terms, the census date shall be no sooner than the end of the fourteenth calendar day from the beginning of the term. See the SCHEV *Reporting Guidelines* for additional information.

Headcount Student: A student enrolled for more than zero credit hours in courses offered for degree or certificate credit or a student who meets the criteria for classification as a remedial student.

Undergraduate Student: A student enrolled in a university-parallel/college transfer program, a four or five-year bachelor's degree program, an associate degree program, or a occupational or technical program that is normally terminal and would normally result in formal recognition at or below the baccalaureate level. An unclassified student whose enrollment in classes at the baccalaureate level constitutes more than half his/her course load is also considered an undergraduate. A remedial student may also be considered an undergraduate. (USDS Student Levels .10., .21., .22., .26., .27., .41., .42., .55., .90., .91.)

Undergraduate Transfers: Applicants who have been enrolled in one or more collegiate institutions and subsequently apply for admission to another institution as an undergraduate with some transfer credits.

SCHEV B7

TRANSFER STUDENTS FROM PUBLIC TWO-YEAR VIRGINIA INSTITUTIONS ENROLLED FALL 1990

Institution: _____

FICE Code: _____

Name of Respondent: _____

Title: _____

Phone Number: _____

Date Completed: _____

Part A: Include all undergraduate transfers as of the institution's fall census date.

Institution	Total Students
Blue Ridge Community College	
Central Virginia Community College	
Dabney S. Lancaster Community College	
Danville Community College	
Eastern Shore Community College	
Germanna Community College	
J. Sargeant Reynolds Community College	
John Tyler Community College	
Lord Fairfax Community College	
Mountain Empire Community College	
New River Community College	
Northern Virginia Community College	
Patrick Henry Community College	
Paul D. Camp Community College	
Piedmont Virginia Community College	

SCHEV B7 Fall 1990 concluded

Institution: _____ FICE Code: _____

Part A concluded

Institution	Total Students
Rappahannock Community College	
Southside Virginia Community College	
Southwest Virginia Community College	
Thomas Nelson Community College	
Tidewater Community College	
Virginia Highlands Community College	
Virginia Western Community College	
Wytheville Community College	
Richard Bland College	
Total Students	

Part B: Definition

Use the following space to explain your institution's data processing definition of "transfer student."

VIRGINIA COMMUNITY COLLEGE SYSTEM

Office of the Chancellor

David R. Pierce
Chancellor

June 14, 1990

Dr. Dale F. Campbell
Assistant Commissioner
Texas Higher Education
Coordinating Board
P.O. Box 12788
200 East Riverside Drive
Austin, Texas 78711

Dear Dale:

We have completed your survey concerning the definition of a community college transfer student. Neither the State Council of Higher Education for Virginia nor the System has in place a standard definition for the term "student transfer." See enclosed survey form.

As Virginia's two- and four-year colleges have developed and implemented their student assessment plans, employer follow-up and student transfer studies have been used to gather student assessment information. The community colleges have established student transfer data exchange agreements with those four-year institutions which have enrolled their transfers.

A concern in this state is one of developing a standard definition for college transfer, yet treating student transfer data and other assessment information in a manner not susceptible to comparing one community college with another. This point is thoroughly discussed in a paper "Virginia Community College Transfers to In-State Public Four-Year Colleges and Universities: Data Exchange and Analysis Context." See enclosure.

I look forward to seeing you and discussing these matters at the Transfer Committee Meeting next July.

Sincerely,

Dave

David R. Pierce

DRP/k

Enclosures

James Monroe Building • 101 North Fourteenth Street • Richmond, Virginia 23219 • 804-225-2118

TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 • 200 East Riverside Drive • Austin, Texas 78711
512-462-6300 • TEX-AN 256-6300 • FAX 512/462-6453 • STS 856-6453

COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DIVISION

DALE F. CAMPBELL
Assistant Commissioner

RECEIVED
MAY 2 [illegible] 1990
CHANCELLOR
VA. COMMUNITY

MEMORANDUM

To: State Directors of Community Colleges

From: Dale F. Campbell

Date: May 22, 1990

Subject: July 1990 Transfer Committee Meeting in Florida

At the request of the National Council of State Directors of Community/Junior Colleges, we have undertaken a study of state policies on student transfer and reporting procedures. Enclosed is a survey of State Directors about student transfers from public community colleges to public four-year or upper-division institutions. We anticipate sharing the results of the survey at the State Directors' July meeting in Florida. We will discuss the transfer issue and the implications of the survey findings at that time.

The survey form was developed in consultation with an expert panel at AACJC, including state directors and transfer study researchers. We would appreciate it if you, your chief academic administrator and/or your chief reporting/research official would take a few moments to complete the form with respect to your state's situation.

Please return the form to me by June 15, 1990, so that we can analyze your responses with those of our colleagues.

Call me or Sally Andrade at (512) 462-6300 if you have any questions or need additional information.

DFC/SJA:msa

Enclosure

CC: Bob Scott

AN EQUAL OPPORTUNITY EMPLOYER

NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES
Committee to Study the Definition of College Transfer

This is a survey of official state policy regarding transfer and analysis of student transfers in the 50 states. Please respond to the questions that follow regarding your state's current official policies and reporting procedures on **student transfers from public community/junior colleges to public four-year or upper-division colleges and universities.**

Note: The results of the survey will be presented and discussed at the Council's meeting July 1990 in Florida.

State Agency Virginia Community College System

Phone (804) 225-2127

Person responding to the survey Dr. Elmo Roesler

Title Assistant Vice-Chancellor, Research and Planning

After completing the survey, please use the space below for any additional comments.

See comments attached as "Introduction: VCCS/State Council Transfer Data Exchange."

1. Is your agency responsible for reporting to the state legislative body on student transfers for your state?

____ Yes ____X__ No ____Other (Please explain below.)

1-a. If NO, which agency has that responsibility in your state?

__X__Another state agency: State Council For Higher Education
____No state agency has that responsibility.
____Other (Please explain below.)

2. Does your state have an official definition (i.e., specified by statute and /or formally defined in rules or reporting procedures of the agency responsible for reporting) of "**transfer student?**"

____ Yes ____X__ No ____Other (Please explain below.)
However, data are reported according to various institutional definitions (see attachments).

2-a. If YES, how does your state officially define "**transfer student?**"

3. If NO to #2, does your state use a working definition of "**transfer student?**"

__X__ Yes ____ No ____ Other (Please explain below.)

3-a. If YES, what is the working definition of "**transfer student**" used in your state?

The working definitions are determined by the individual agreements among the individual community colleges and the senior institutions (see attachments).

4. Does your state's higher education data collection system (your agency and/or others) have the capacity to report the number of students who transfer from public community colleges to public four-year or upper-division colleges or universities?

__X__ Yes ____ No ____ Other (Please explain below.)

4-a. If NO, skip question 5 and go directly to question 6.
4-b. If YES, does your state compute student transfer rates?

____ Yes ____X__ No ____ Other (please explain below.)

5. If YES to #4-b, please describe the student transfer analysis process in your state:

5-a. Which state agency is responsible to the state legislative body for the computation of transfer rates?

____Your agency
____Another state agency: N/A
____No state agency has that responsibility.
____Other (Please explain below.)

5-b. To compute a student transfer rate requires a formula: a numerator with the number of students who transfer and a denominator with the number of students enrolled who are eligible for transfer within a specified time period. What groups does your state currently use for the numerator and denominator in the computation of transfer rates from public community/junior colleges to public four-year or upper-division colleges and universities?

N/A

5-c. How regularly is the analysis done? N/A

____Once a year
____Once every two years
____Once every three years
____Once every four or more years
____No set schedule
____Other (Please explain below.)

5-d. Please describe any other issues of your state's student transfer analysis process that may be relevant:

See Attachments

NOTE: If your state has official reporting forms or instruments for the student transfer analysis process, please send us a copy of each one.

6-a. We are interested in understanding which data elements are available in your state (at your agency and/or others) which would permit the calculation of the following:

		Data Elements Currently Available?		
	Numerator (Transfer Data Elements)	Yes	No	Uncertain
(A)	# of students who transfer from a public community college to a public four-year institution in a given academic year	X		
(B)	# of students who transfer from a public community college to a public four-year institution in a given academic year and who had earned at least 12 credit hours at the community college		X	
(C)	# of students who transfer from a public community college to a public four-year institution in a given academic year, excluding students who had earned 6 or more credit hours at a four-year institution prior to or during that academic year		X	
(D)	# of students who transfer from a public community college to a public four-year institution and who completed at least 12 credit hours at the four-year institution in a given academic year after their transfer		X	
(E)	Combination of above or other (Please define):		X	
	Denominator (Enrollment Data Elements)			
(F)	# of unduplicated public community college students enrolled for credit in a given academic year	X		
(G)	# of unduplicated public community college students who had earned at least 12 credit hours at the end of a given academic year at the college	X		
(H)	# of unduplicated public community college students who had not earned 6 or more credit hours at a four-year institution prior to or during a given academic year		X	
(I)	# of unduplicated public community college students who enrolled in the college in any term during a given academic year but who did not re-enroll in the subsequent academic year	X		
(J)	Combination of above or other (Please define):		X	

6-b. Based on the above definitions of numerator and denominator and/or their combination, please identify the data elements (by capital letters) that should be included in the computation of transfer rates to facilitate valid comparisons for your state:

		Numerator	Denominator	Uncertain / Need Additional Information
a)	Most valid approach [Examples:	A / (A) / (B)+(C)	G / (F) / (G)+(H)+(I)]	
b)	Alternative valid approach			

7. If the National Council of State Directors of Community/Junior Colleges and/or AACJC were to recommend a national reporting and analysis standard or policy on transfer:

   a. Do you have the authority to adopt it? ___ Yes _X_ No ___ Uncertain

   b. Would you recommend adopting it in your state? ___ Yes ___ No _X_ Uncertain

   c. If YES to (a) and (b), how much time would be necessary to allow for modifications of reporting and analysis systems before full implementation in your state?

      _N/A_ year(s) _____ month(s)

8. We appreciate any additional comments you may have on student transfer reporting or on this survey:

See attachments

In order to facilitate the systematic gathering of transfer data, the VCCS makes the following recommendations:

1. Oversight agencies such as the State Council for Higher Education in Virginia should support the systematic collection and reporting of student identifiable transfer data.

2. A systematic approach would entail the development of a VCCS/SCHEV official definition of a community college student to be designated as a transfer student at a senior institution.

. . . . . .

Thank you for taking the time to complete this survey. If you have any questions or need additional information, please call:

Dale F. Campbell or Sally J. Andrade -- (512) 462-6300

Please return the completed survey by Friday, June 15, 1990, to:

Dr. Dale F. Campbell
Assistant Commissioner
Texas Higher Education Coordinating Board
P. O. Box 12788
Austin, Texas 78711-2788

ERIC Clearinghouse for
Junior Colleges
JUL 12 1990